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LTC Newsletter

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NEWSLETTER

WINTER 2006

A Celebration of Academic Excellence

18th Annual Bro. Joseph W. Stander Symposium & Honors Convocation

Engagement, graduate & undergraduate research projects, exhibition of interdisciplinary scholarship, all exemplify "Learning in Community."

In 1989, the University of Dayton instituted the annual Bro. Joseph W. Stander Symposium tradition. In 2006, the tradition continues to include both undergraduate and graduate students, varied presentation formats, and distinguished guest keynote speakers. To facilitate maximal university-wide participation, the symposium occupies a prominent position in the University's academic calendar on April 4 and 5.

Where can I see a schedule of events?

An overview of events is listed on page 2. The website also offers valuable information about events and activities: <http://stander.udayton.edu>.

How do I get more information about the Stander Symposium?

The website can offer many answers and greater detail about faculty and student participation: <http://stander.udayton.edu>. Also, a Faculty Exchange on January 17 will provide background.

What is an "alternative day of learning"?

As an alternative day of learning, standard classroom-style classes will not be held. Students should inquire with their instructors regarding Stander Symposium-related assignments and expectations for participation, and faculty should inquire with their chairs, program directors, and deans regarding unit-specific plans and sponsored events. Participation in the Stander Symposium substitutes for course meetings.

How do I register an event?

We are requesting proposals from faculty for outstanding student research and projects within their field or discipline. Faculty members are encouraged to submit, on behalf of students, visual arts displays, performances, presentations made or discussions led by individuals or groups of students, course culmination presentations, or a variety of other presentation formats. Activity and event registration will take place online through the website again this year. Please review the registration guidelines at <http://stander.udayton.edu>. Presentation formats not listed on the website should be proposed in writing and sent to Amber Rose (Amber.Rose@notes.udayton.edu) as soon as possible, but no later than January 17.

What is the poster session and how do I register for it?

All students, undergraduate and graduate, are eligible to participate in the poster sessions. Poster presentations should be substantive such as material completed for an Honors Thesis, presented at a conference, or other in-depth research project. Poster presentations may be interdisciplinary or collaborative in nature and thus may involve more than one "author"—e.g. a research project that is a collaboration between a graduate and undergraduate student. Registration details will be made available in January.

(continued on page 2)



In This Issue

LTC Best Practices.....	4
ArtStreet First Anniversary.....	5
Universal Design.....	6
Confidential Consultations.....	7
Learner Enrichment Workshops.....	8
Fireside Chats.....	8
LTC Innovation Grants.....	9
Alumni Awards.....	10
Faculty Exchange Series.....	11
LTC Learning Workshops.....	15
E-Learning Seminars.....	16
E-Learning Fellows/IT Training.....	17
Video Conferencing/WebEx.....	18
Classroom Video Projects.....	18
Evaluation of Faculty Teaching.....	19
Teaching in the Studio.....	20
Assessing Student Learning.....	20
Winter Reading Group/MID.....	21
International Discussion Group.....	22
Part-Time Faculty Workshop.....	22
Barnstorming.....	22
SOCHE Conferences.....	23
Facing Prejudice Exhibit.....	24

(continued from page 1)

The 2005 Stander Symposium served as a template for future achievements, including events that challenged students to think outside of their classroom experiences. Mathematics were taken to an entirely new level with the “Third Annual Integration Bee” (below), hosted by Stephanie Edwards, Ph.D. Aparna Higgins, Ph.D. from the Department of Mathematics engaged students in hands-on learning at “Mathematics through Origami” (right).



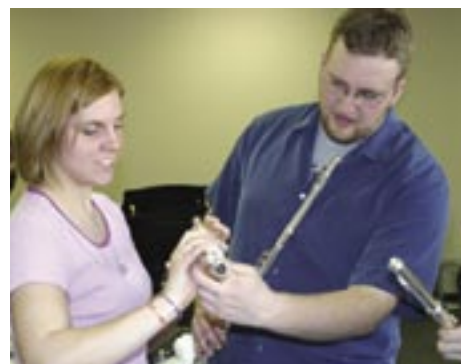
Integration Bee

The Inaugural Ethics Bowl, organized by Paul Benson, Ph.D., successfully challenged students to think about ethics in new ways and Brother Victor Forlani, Ph.D. hosted “Walk the Talk: Business Ethics in Action.”

Students shared their talents and knowledge with other students at the “Instrument Petting Zoo: Hands-on Learning to Play Musical Instruments” (right), organized by Donna Cox, Ph.D. and Linda Hartley, Ph.D.



Mathematics through Origami



*Instrument Petting Zoo:
Hands-on Learning to Play
Musical Instruments*

The annual Issues Forum hosted by Jason Pierce, Ph.D. from the Department of Political Science and a team of students, will take place during the 2006 Stander Symposium. The UD Issues Forum on Academic Excellence will engage students, faculty, and staff in a continuing conversation about what we mean by “academic excellence” at the University of Dayton. The Issues Forum will now take place during the Stander Symposium.



Tuesday, April 4, 2006

4:00 - 5:15 PM

Red Mass

Service will call the Spirit of Wisdom to bless participants & guests

Immaculate Conception Chapel

7:30 - 9:00 PM

Celebration of the Arts

Showcase of excellence in Music, Visual Arts, Theatre and Dance Programs

Victoria Theatre
(Tickets required)

9:30 - Midnight

Stander Cup

Challenges and physical activities to foster teamwork among students, faculty, & staff

Stuart Field and RecPlex
(Early registration required)

Wednesday, April 5, 2006

8:30 - 9:15 AM

Flapjack Forums

Conversational discussions over breakfast

Kennedy Union Food Court

9:30 - 11:15 AM

Welcome and Keynote-Dr. Jane Goodall

World-renowned conservationist lecture

Frericks Convocation Center
(Tickets required)

11:30 AM - 12:45 PM

Unit Luncheons and Roundtables

Lunch break within unit or at roundtables

Various Campus Venues

1:00 - 6:00 PM

Afternoon at the Stander

Posters, panels, presentations, performances, & National Issues Forum, etc.

Various Campus Venues

7:00 - 8:30 PM

Honors Convocation & Reception

Recognition of students with outstanding achievement in scholarship, service, and leadership in community

Frericks Convocation Center
(Invitation only)



How do I learn more about the Stander Symposium?

See session FE2 of the Faculty Exchange Series (page 11)

or email

symposium@notes.udayton.edu



Why the Stander Symposium?

- "A Celebration of Academic Excellence at the University of Dayton" - this is a hallmark event of academic productivity, research, and creative activities
- Demonstrates the importance of research and support of peer research is critical to building and being a member of the UD community
- A showcase of academic research, performance art, visual art, etc. at the Stander Symposium allows for the culmination and publication of weeks, months, or years of hard work
- Day serves as an opportunity for personal development, discovering new career paths and interests, and allows for reflection on a student's own academic journey

stander symposium

Bro. Joseph W.
& honors convocation
18th annual



Stander Symposium 2005 kicked off with the Celebration of the Arts (above) at the Victoria Theatre. Poet in Residence, Herbert W. Martin (left) will repeat as emcee for the 2006 event on Tuesday, April 4 at 7:30 PM.

Sharing “Best Practices” in Teaching and Learning

Have you ever considered how the learning experienced by your students could be improved? How can we engage students more fully to improve their level of academic achievement?

There are many pedagogical approaches that can be considered to be “best practices”. The LTC is proud to work with faculty, students and staff in identifying and sharing these approaches.

Become a part of the various communities that meet in the LTC! Let us know what works for you, and we will be happy to share your best practices.



Here are some examples:



- Faculty attending the LTC Reading Group in fall 2005 were able to read *The Courage to Teach* by Parker Palmer. Not only were the faculty able to read some thought provoking ideas, but they were able to meet and hear Parker Palmer in person, later in the semester.
- Nine graduate students from the Counselor Education and Human Services' College Student Personnel Program will intern within the LEAD office during the winter semester. The interns will support the delivery of the Learner Enrichment Workshop (LEW), a course offered to first-year students on academic probation.
- Faculty have been able to learn how physical spaces have a significant impact on pedagogical approaches. In a Faculty Exchange Series presentation by Sawyer Hunley (Counselor Education and Human Services/LTC Fellow) and Molly Schaller (Counselor Education and Human Services/LTC Fellow), attendees learned how spaces can be designed to improve student learning, by giving faculty the flexibility to use active learning approaches while capitalizing on the strong residential nature of student life at UD.

- Academic advisors are now armed with a new electronic tool that improves the access to transcripts and registration information. WebAdvisor was made available widely in the fall of 2005. IT Training delivered a number of training opportunities (online and face-to-face) for faculty advisors. The IT Trainers are happy to come to individual departments to deliver presentations.
- To assist student teachers become more critical and reflective of their own teaching practices, their presentations were videotaped in an EDT 459 class. By watching their own presentations, the students could make improvements before they stepped into a real classroom. Course instructor, Dr. Carol Lewellen (Teacher Education), revealed that “students found the tapes so helpful!”
- The LTC Learning Workshops offered faculty in the fall a chance to see a wide variety of technologies that can enhance classes. From creating audio files, to building a WebCT course and to utilizing the Student Notebook Initiative – there were a number of opportunities. As Don Pair (Geology) explained, “these workshops have provided a great opportunity to sample a number of the technology-aided learning initiatives supported by the folks in the LTC. Thanks!”



ArtStreet Marks First Anniversary



When ArtStreet opened its doors in August of 2004, they were in fact only half opened. While student loft and townhouse residences were ready for occupation, the meeting rooms, art and music studios, and gallery remained unfinished, and were officially opened for use in October. That first year was a test to both the university's and the students' commitment to making ArtStreet a true living learning community.

Among the many challenges ArtStreet faced were dealing with unexpected facility issues in

both the residences and studios, and counteracting the negative reaction to ArtStreet among students who objected to the contemporary architecture of the building, and the destruction of student houses on Kiefaber and Lawnview.

Retracing the steps of that year up to the present, it is evident that a tremendous amount of growth has occurred. ArtStreet entered its second year in full swing, with a new, full-time director, a newly completed amphitheater, and overall building use up 154% from January 2005. Since then, the number of hours used for academic classes held in the facility have increased by 308% individual student use hours are up 123%, student group use hours are up 62%, and the number of academic classes that meet weekly in ArtStreet has tripled. Negative sentiment among students has dramatically subsided as they discover the ways in which ArtStreet facilities and programs are positive additions to the neighborhood.

To that end, the amphitheater has served as an excellent ambassador. The very first concert at the amphitheater this fall, featuring Back Porch Jam, a band composed of UD faculty and staff, immediately illustrated the potential of ArtStreet to enliven the student neighborhood. From early September to late October, the amphitheater hosted seven concerts. Several events are already scheduled for the spring, with many more in the planning stages.



Experimental projects from that first year are quickly becoming neighborhood traditions. Just a few examples include ArtBeat and M-Fest, the neighborhood's fall and spring art and music festivals; OffBeat, the student-run satirical monthly newsletter; the ArtStreet Resident Art Exhibit; the UD Faculty/Staff Art Exhibit; the student-initiated "Leave A Legacy" project, where students create artwork to remain in the ArtStreet houses; and "Girl/Solo/Live", a faculty-initiated evening of performance with female singer-songwriters.

Students, faculty, and staff across campus are finding their way to ArtStreet and building projects around the unique space

and facilities available. From jewelry-making workshops to international student speaker panels, students are initiating both academically based and recreational projects. Faculty members conduct classes, critiques, recitals, informal meetings and extracurricular activities. Administrators host seminars, VIP meetings, training sessions and department gatherings. Staff members throughout the university propose and collaborate on programs. In addition, the Dayton community members and arts organizations such as Cityfolk are recognizing ArtStreet as a resource accessible to them as a way to connect with our student population.

I wish to extend my thanks and congratulations to the many students, faculty, and staff whose vision and determination helped make ArtStreet's inaugural voyage a success!

Interested in teaching your class or conducting an event at ArtStreet? We welcome your inquiries. Please contact either Susan Byrnes or Adrienne Niess to arrange a tour of our facilities or reserve a room.
229-5101
artstreet@udayton.edu



*Susan Byrnes,
ArtStreet Director since October 2005*

Universal Design for Instruction

Timothy B. King, Ph.D., LEAD

What is Universal Design for Instruction?

Universal Design for Instruction (UDI) is a pragmatic philosophy of educational instruction that incorporates inclusive teaching strategies to a wide range of learning styles commonly associated with modern day classrooms, especially in higher education (e.g., students with disabilities, non-traditional students, students from marginalized groups, and international students). UDI fosters curriculum development planning and evaluation of learning practices that benefit the widest range of audiences. Thus, effective delivery of UDI provides an inclusive body of learners' access to information in a style that is preferential and an opportunity to demonstrate content mastery within multiple modalities.



Origins of Universal Design

Ron Mace, deceased professor of architecture at North Carolina State University, coined the term Universal Design as a concept for designing all products and buildings to be usable to the greatest extent possible by everyone, regardless of age, ability, or status in life.

For a good example of Universal Design architecture principles, visit a Wal-Mart Supercenter. The entryways are characterized by automatic sliding doors, a wide open foyer, and a choice of shopping cart models that best meet the needs of the customer (i.e., wheelchair, scooter, traditional, and child friendly). Aisles are wide and dominant selling items

are within easy reach of most patrons. When it is time to check out, there are multiple options including self check out, express lane, and assisted check out-all with counters that are accessible for the majority of persons.

Application to Higher Education

What does the previously mentioned example have to do with higher education? Educators are noticing what Wal-Mart noticed with the population, it has become more diverse and not only with respect to race and ethnicity, but also in terms of ability, age, gender, disability and lifestyle. Wal-Mart created
(continued on next page)

More Information

At the University of Dayton, LEAD staff can assist professors with resource connection and initial Universal Design for Instruction planning. Please feel free to contact Dr. Timothy B. King, Director, LEAD at Timothy.King@notes.udayton.edu to arrange for assistance.

There are several web-based resources available to faculty interested in Universal Design:

To learn more about Universal Design history and applications with architecture, visit the Center for Universal Design at North Carolina State University at <http://www.design.ncsu.edu:8120/cud/>.

University of Connecticut's FacultyWare Web site: <http://www.facultyware.uconn.edu/home.cfm>

University of Washington's DO-IT Web site: <http://www.washington.edu/doit/Brochures/Academics/instruction.html>

University of Guelph, Ontario: <http://www.tss.uoguelph.ca/uid/>

CAST Universal Design for Learning: <http://www.cast.org/>

The Ohio State University: <http://telr.osu.edu/dpg/fastfact/undesign.html>

inclusive responses to this diversity. Higher education has an opportunity to create inclusive learning environments based on similar Universal Design principles.

Role of UD Faculty

Many faculty at UD already use concepts of Universal Design for Instruction even if not intentionally. For instance, UD professors regularly practice the use of web-based instructional methods, take part in promoting learning communities, and embrace an inclusive learning climate. Regardless, targeted Universal Design for Instruction implementation fosters responsiveness to a wider range of UD's diverse body of learners. In addition, Universal Design for Instruction principles match well to the University of Dayton's Marianist tradition and focus on academic excellence.

Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

e-Media Lab

John LeComte – 229.2676

IT Training

Mary Jo Barrows – 229.5676

E-Learning

Patrick Czupik – 229.2233

Learning Enhancement and Development

Timothy King – 229-3383

Service Learning

Gabrielle Williamson – 229.4793

Faculty Development

David Wright – 229.4604

Principles of Universal Design for Instruction

Principle 1: Equitable use

Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.

Example: Use of web-based courseware products with links to on-line supports and resources so all students can access materials as needed regardless of varying academic preparation, need for review of content, distance from campus, etc.

Principle 2: Flexibility in use

Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.

Example: Use of varied instructional methods (lecture with a visual outline, group activities, use of stories, or web board based discussions) to provide different ways of learning and experiencing knowledge.

Principle 3: Simple and intuitive

Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.

Example: Provision of a grading rubric for papers or projects to clearly lay out expectations for performance.

Principle 4: Perceptible information

Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.

Example: Selection of text books, reading material, and other instructional supports in digital format or on-line so students with diverse needs (e.g., vision, learning, attention, English as a Second Language) can access materials through traditional hard copy or with the use of various technological supports (e.g., screen reader, text enlarger, on-line dictionary).

Principle 5: Tolerance for error

Instruction anticipates variation in individual student learning pace and prerequisite skills.

Example: Structuring a long-term course project so that students have the option of turning in individual project components separately for constructive feedback and for integration into the final product.

Principle 6: Low physical effort

Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: This principle does not apply when physical effort is integral to essential requirements of a course.

Example: Allow students to use a word processor for writing and editing papers or essay exams.

Principle 7: Size and space for approach and use

Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.

Example: In small class settings, use of a circular seating arrangement to allow students to see and face speakers during discussion - important for students with attention deficit disorder or who are deaf or hard of hearing.

Principle 8: A community of learners

The instructional environment promotes interaction and communication among students and between students and faculty.

Example: Fostering communication among students in and out of class by structuring study groups, discussion groups, e-mail lists, or chat rooms.

Principle 9: Instructional climate

Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

Example: A statement in the class syllabus affirming the need for class members to respect diversity in order to establish the expectation of tolerance as well as encourage students to discuss any special learning needs with the instructor.

From: Principles of Universal Design for Instruction by Sally Scott, Joan McGuire and Stan Shaw, Center on Postsecondary Education and Disability, University of Connecticut. © 2001. Used with permission.

The Learner Enrichment Workshop: Forging New Partnerships in Academic Support

Dude Coudret,

LEAD Program Coordinator of the Learner Enrichment Workshop

The LTC is pleased to announce that the Learner Enrichment Workshop (LEW) offered by Learning Enhancement & Academic Development (LEAD) will be delivered in partnership with the Department of Counselor Education's College Student Personnel (CSP) Program. Nine graduate interns will serve as the LEW instructors during the Winter 06 semester. The LEW is a seven-week course structured to provide a transformational educational experience for first-year students who are on academic probation.

The course is designed to provide opportunities for students to identify their learner strengths and weaknesses, acquire or apply improved study-skills techniques, and plan for the continual development of academic goals. To accomplish these objectives, students self-report their learner preferences through several on-line assessment tools. The information gathered through these assessments is used to develop a personalized learner profile that reflects the student's learning styles, personality characteristics, and preferred ways of gathering, organizing, and thinking about information. Students use their learner profile information in individual assignments and group processing activities. They then apply the profile information to specific behavioral changes that they have identified to implement. Providing students the opportunity to take ownership of their learning experiences and by moving away from direct informational instruction, the LEW supports students' development in becoming self-directed learners.

The graduate interns serving as the course instructors will participate in an in-depth instructors training which will include the application of development theory and pedagogy. The LEW instructors will meet weekly to discuss course instruction and receive ongoing classroom observations and feedback. The partnership between LEAD and Department of Education's CSP Program reinforces the importance and connectedness of the application of student developmental theory in student learning and curriculum design.



Friday Afternoon Discussions Revitalized

..... Fireside Chats

For years Xavier Monasterio (Professor Emeritus, Philosophy), organized the Friday Afternoon Discussions each semester as a forum for debate about pertinent issues of concern to members of the UD community.

Beginning in winter 2006, a team of faculty and students will organize a series of "Fireside Chats" with the same traditions of developing a dialog for all UD members. The name is derived from the fact that the meetings will occur in the Kennedy Union Torch Lounge.

In large part the reconstitution of the Friday Afternoon Discussions came from the interest expressed by two UD students. Ernesto Romo and Budd Nerone were student representatives at the Marianist University Meeting in 2005. In collaboration with the Faculty Development Committee the students formed a team with two faculty and the faculty development coordinator: Ralph Frasca (Economics and Finance), Mark Nielson (Biology), and Lora Bailey (LTC).

The first Fireside Chat is scheduled for Friday, January 20 from 3:00-5:00 p.m. in the KU Torch Lounge. Details of the discussion are still being planned, but the format will have two different sides with a moderator. Then, there will be an open discussion. Please look for final details in an e-mail announcement.

2005/06 LTC Innovation Grants

This past fall, faculty were invited to submit a proposal to the LTC Innovation Grants committee for possible funding. The grants exist to support proposals that promise to design, implement, and evaluate new modes of teaching and learning that are more effective and productive, and to support individuals as they work on projects to enhance learning. To be eligible for a grant, one does not have to be working in or with the LTC, but it is hoped that the recipients take advantage of the resources of the LTC. The Committee will showcase the efforts of the grants awarded by creating forums in the LTC and other formats in order to help the campus community benefit from the findings of the grantees.

This year's committee members were: Andrea Koziol, Geology; Arthur Mosher, Languages; Carolyn Roecker Phelps, Psychology; Paul Sweeney, School of Business Administration; Corinne Daprano, Health & Sport Science; Dave Myszkowski, Engineering Technology; David Wright (co-chair), Biology and Director of Curriculum Innovation and e-Learning; Deb Bickford (co-chair), Management and Marketing and Associate Provost for Academic Affairs and Learning Initiatives; and Student Representatives, Laura Loeb and David King.

Those funded this year are:

Learning in Community:

A New Approach to Teaching Performance Studies and Using Technology to Enhance Learning

Willie Morris (Department of Music)

Dr. Morris says that performance studies are traditionally taught individually, in most cases the professor repeats the same instructions to practically every student. This is particularly true for first and second year students. Studies have shown that young college musicians commonly share the same problems. He is proposing a community-based learning performance studies courses. It will also incorporate more technology into a course that rarely, if ever, uses computers to enhance student performances.

Design of "Sociology of Human Rights" for the Curriculum in Sociology and the Interdisciplinary Program, with E-Learning Enhancements

Linda Majka (Sociology, Anthropology & Social Work)

Dr. Majka proposes that the course "Sociology of Human Rights" will be designed for the curriculum in Sociology and the Interdisciplinary Program in Human Rights. Significant e-learning opportunities will expand student awareness of current global conditions, evaluate web-based materials from non-governmental organizations, and study the application of media materials on websites addressed to human rights. The course will complement the permanent curriculum in Sociology and integrate with interdisciplinary course offerings in the Human Rights Program. Consultation will include the International Human Rights Education Consortium, of which UD is a member.

MBA Distance Education – New Business Intelligence Concentration

Jeffrey Hoffer (MIS, OM, and Decision Sciences)

Dr. Hoffer's proposal requests support to create a new, distance education-based concentration and post-MBA certificate program within the MBA program. Specifically, this funding will support development of a new distance-learning course, Business Intelligence, and provide assistance to other faculty from several SBA Departments in converting existing courses to a distance channel for the new concentration. MBA education at UD is ripe for such an initiative. Currently, only two service courses are offered in a distance format. A full distance-delivered concentration would open up new markets for the MBA program, and provide convenience to a rather mobile, time-constrained student population. This convenience will provide opportunities for learning for more potential students in an area of increasing demand, business intelligence.

Piloting Student Use of Tablet PCs in the Classroom

Scott Segalewitz (Engineering Technology)

Dr. Segalewitz says that the notebook computer is a standard learning tool for all full-time students at the University of Dayton. In many text-oriented classes, students and faculty find the notebook computer an indispensable tool for capturing notes, writing computer programs, viewing Web-based resources, and developing thought processes in the classroom. In some graphics-intensive disciplines, however, the notebook has significantly less utility in the classroom. This project pilots the use of the Tablet PC in the classroom for both delivery of class materials and for student note taking and interactive exercises.

Seeking Alumni Award Applications

Each year members of the Alumni Awards Committee select, from a field of excellent choices, someone (or someones, in the case of a team) to honor his or her (their) contribution to teaching, and another person for his or her contributions to discipline-based scholarship. Descriptions of the two awards by which the University of Dayton recognizes excellence in teaching and scholarship can be found at <http://LTC.udayton.edu>.

The process for documenting excellence is thorough, and much thoughtful work goes into preparing the applications. In preparing the documentation, applicants make time to reflect on their career and accomplishments. Sadly, some people well-deserving of the award do not enter the pool of applicants because they perceive it as self-promotion, or they are resistant to devoting the time needed to such an endeavor. We urge you to consider nominating a colleague whom you believe deserving of such distinction and/or encourage him/her/them to apply.

Applications are due no later than 4:00 PM, Monday, February 6, 2006. Honorees will be announced at the spring faculty meeting scheduled for Friday, April 7, 2006. This year's committee is being chaired by John Rapp (Economics & Finance) with committee members Jamie Ervin (Mechanical & Aerospace Engineering), Richard Chenoweth (Music), Mike O'Hare (Physics), Thomas Hunt (Teacher Education), Joyce Dean (Alumni Support), Ramzi Nasser (Law School), Carrie Pappas (Student), and Matthew Kocoloski (Student).

The list of past recipients below attests to the pool of talent on campus. Please encourage colleagues to apply!

Alumni Award in Teaching

2005	<i>Sanjay Ahire, Operations Management</i>
2004	<i>Phil Doepker, Mechanical & Aerospace Engineering</i>
2003	<i>Linda Hartley, Music</i>
2002	<i>Teresa Thompson, Communication</i>
2001	<i>Tony Saliba, Chemical & Materials Engineering</i>
2000	<i>Don Pair, Geology</i>
1999	<i>Rebecca Cochran, School of Law</i>
1998	<i>Richard Benedum, Music</i>
1997	<i>Deborah J. Bickford, Management & Marketing</i> <i>James Van Vleck, Management & Marketing (co-recipients)</i>
1996	<i>Kevin P. Hallinan, Mechanical & Aerospace Engineering</i>
1995	<i>William F. Lewis, Management & Marketing</i>
1994	<i>Albert J. Burky, Biology</i>
1993	<i>Charles E. Wells, MIS/Decision Sciences</i>
1992	<i>Michael H. Barnes, Religious Studies</i>
1991	<i>Roberta Sue Alexander, History</i>
1990	<i>Dennis L. Turner, School of Law</i>
1989	<i>Aparna W. Higgins, Mathematics</i>
1988	<i>David W. Biers, Psychology</i>
1987	<i>George A. Bohlen, Decision Sciences</i>
1986	<i>Florence I. Wolff, Communication</i>
1985	<i>George E. Vlahos, Decision Sciences</i>
1984	<i>Eugene K. Moulin, Counselor Education & Human Services</i>
1983	<i>James M. Ramsey, Biology</i>
1982	<i>Lawrence P. Ulrich, Philosophy</i>
1981	<i>Robert L. Mott, Mechanical Engineering Technology</i>

Alumni Award in Scholarship

<i>Ted Kowalski, Educational Administration</i>
<i>Mike Barnes, Religious Studies</i>
<i>Jamie Ervin, Mechanical & Aerospace Engineering,</i>
<i>Thomas Hunt, Teacher Education</i>
<i>Terrence Tilley, Religious Studies</i>
<i>Charles Russo, Educational Administration</i>
<i>Richard Chenoweth, Music</i>
<i>Panagiotis Tsonis, Biology</i>
<i>Dilip R. Ballal, UDRI - Aerospace Mechanics</i>
<i>Michael Sandy, Department of Geology (co-recipients)</i>
<i>Susan W. Brenner, School of Law</i>
<i>James M. Whitney, Civil & Env. Engineering (co-recipients)</i>
<i>Robert C. Conard, Languages</i>
<i>Mark A. Fine, Psychology</i>
<i>Hamid Beladi, Economics and Finance</i>
<i>Prabudda De, MIS/Decision Sciences</i>
<i>Mohammad A. Karim, Electrical Engineering</i>
<i>Daniel Eylon, Chemical and Materials Engineering</i>
<i>Thomas J. Lasley, Teacher Education</i>
<i>Larry E. Schwiebart, History (co-recipients)</i>
<i>Paul W. Eloie, Mathematics</i>
<i>Bro. Donald R. Geiger, S.M., Biology</i>
<i>Praphulla K. Bajpai, Biology</i>
<i>Frank F. Mathias, History</i>
<i>Joseph F. Rogus, Kuntz Professor of Education</i>
<i>Sanford S. Singer, Chemistry</i>
<i>Ralph C. Steinlage, Mathematics</i>
<i>Mary Jo Huth, Department of Sociology</i>



FES

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall, 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues... anything that would foster faculty growth, professional development, and enhance the quality of work life.

Except as noted, the sessions offered will be presented in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students.

FE1 Free Speech vs. Inclusion: Striking a Balance at UD

Hosted by: Dennis Greene (School of Law), Arthur Jipson (Criminal Justice Studies Program and Sociology, Anthropology, and Social Work), and Ron Katsuyama (Psychology)

The tension between potentially completing values of academic freedom of speech and building an inclusive community will be examined from the viewpoints of (1) protecting civil rights; (2) developing social equality, and (3) personal growth and development. Each panel member will present an overview of the dilemma from a (1) legal, (2) sociological, or (3) psychological perspective and, subsequently, challenge each participant to reflect upon his/her own position (including how and why these views developed). Afterward, participants will be invited to share their views.

Wednesday, January 11

12:00 – 1:15 PM

KU-Ballroom, LUNCH

ROUNDTABLE (designed for those who want more discussion on the topic or who missed the session)

Wednesday, January 18

12:00-1:15 PM LTC Forum, LUNCH

FE2 A User's Guide to the 18th Annual Stander Symposium

Hosted by: Mike O'Hare (Physics) and Drew Murray (Mechanical and Aerospace Engineering), Stander Symposium Co-Chairs and Team

What can you expect to see during the day-and-a-half long Stander Symposium this April 4th and 5th? What can you contribute? Come to this informative session to find out. We will cover successes and developments from last year, this year's calendar of events, potential for faculty involvement, methods for fostering student engagement, and wrap up with a Q&A session. Historically, the Stander Symposium and associated events provided a showcase for undergraduate scholarship and creative endeavors. While this is still true, under the format introduced last year, the Symposium also presents an invitation to faculty to innovate and get involved.

Tuesday, January 17

12:00 – 1:15 PM

LTC Forum, LUNCH

FE3 Making Research Personal: Using Genealogy Tools In and Out of the Classroom

Hosted by: Patrick Czpuik (UDit) and Heidi Gauder (Roesch Library)

Are your roots in the information superhighway? This session will explore online genealogical research tools available for your own personal use as well as creative uses in the classroom. Emphasis will be placed on the basics of genealogical research and specifically on two online databases, HeritageQuest online and Sanborn Maps. The presenters will share their experiences with genealogical research and demonstrate a variety of online resources.

Thursday, January 26

12:00 – 1:15 PM

LTC Forum, LUNCH

FE4 Celebrating Lessons Learned from the MID

Hosted by: Corinne Daprano (Health and Sport Science), Mike Geary (Accounting), Kevin Myers (Chemical and Materials Engineering), Margie Pinnell (Mechanical and Aerospace Engineering), and Sam Wallace (Communication)

You've heard about MID (Mid-Term Instructional Diagnosis), but how does it really work? The panel will tell you not only the benefits of having a MID but of being a facilitator. Here is your chance to ask questions and listen to others who have routinely used MID.

Monday, January 30

12:00 – 1:15 PM

LTC Forum, LUNCH

FE5 See the World: Make a Difference in the Lives of Your Students

Hosted by: Sally Raymont and Amy Anderson (Center for International Programs)

A study abroad experience can be a life-changing one for students. Come to this FES session to learn how you can make a difference in the lives of your students. You will also increase your intercultural awareness by teaching courses in one of the 2007 faculty-led study abroad programs. This session will discuss the new cycle for the development of such programs. Get tips on how you can write a successful program proposal. Find out how you can collaborate with faculty in other departments to create an integrated program. Learn how to incorporate the program site into your courses. Discover the services that the Center for International Programs offers students and faculty participating in education abroad programs.

Wednesday, February 1

12:00 – 1:15 PM

LTC Forum, LUNCH

FE6 Marianist Education: A Progress Report on the Evolving Campus Conversation

Hosted by: Paul Benson (Arts and Sciences) and other members of the Marianist Education Working Group

The Marianist Education Working Group will complete in February 2006 a second round of campus-wide discussions about the nature and purposes of education in Catholic and Marianist contexts and will begin drafting its recommendations about revisions in UD's common academic program for undergraduates that could better realize those purposes. In this FES session, members of the Working Group will review the results of discussions earlier this year about Marianist education and will host discussion about some focal issues that will inform the Group's recommendations.

Tuesday, February 7

12:00 – 1:15 PM

LTC Forum, LUNCH

FE7 Student Mental Health Issues: How They Impact the Classroom

Hosted by: Steven Mueller (Counseling Center)

Faculty know that there are a variety of reasons why students succeed in a class. There may be just as many reasons why students struggle in a classroom setting. Over the last ten years or so, Counseling Centers nationwide have seen an increase in the severity of problems presented at their Centers. Students' personal lives and situations can impact their ability to perform in class. Discussions will include a Counseling Centers' view of what some of these issues are and how faculty can deal with them to make their classroom life a bit easier. Faculty are encouraged to bring to the session their experiences with how student's personal issues made it easier or more difficult in the class; and how they dealt with that issues. Psychologist/Counselors from the Counseling Center will facilitate the session.

Wednesday, February 15

12:00 – 1:15 PM

LTC Forum, LUNCH

ROUNDTABLE (designed for those who want more discussion on the topic or who missed the session)

Thursday, February 23

12:00-1:15 PM

LTC Forum, LUNCH

FE8 Funding Support to Help Faculty and Students Explore Vocation

Hosted by: Maura Donahue (Program for Christian Leadership)

In 2000, the University received a \$2,000,000 grant from the Lilly Endowment, Inc., to create programs that foster theological exploration of vocation for students, faculty and staff. This grant established the office of the Program for Christian Leadership (PCL). This session will focus on the specific area of the PCL known as the Faculty Fund for Vocational Exploration. This initiative helps faculty to deepen their sense of call or vocation, and to help faculty grow in their ability to assist students and other colleagues in the exploration of vocation. In addition, the FFVE can help faculty members articulate the mission of the University and work toward its realization with greater satisfaction. In this session we will facilitate short presentations by faculty who have received grants from the Faculty Fund for Vocation Exploration. These presentations will include discussion of their research and findings, and they will be on hand to share their experiences and answer questions.

Friday, February 17

3:00 – 4:15 PM

LTC TeamSpace

FE9 Who is Telling Our Story? An Update on the Campus-Wide Preparations for the Accreditation Visit by North Central Association

Hosted by: James Farrelly (English), Paul Sweeney (School of Business Administration), Kimberly Trick (Chemistry), and Joseph Untener (Office of the Provost)

The University of Dayton is accredited by the Higher Learning Commission of the North Central Association (NCA). NCA will be making a site visit to UD in 2007 as part of its regular work of engaging higher education institutions to seek high academic standards. The site visit is preceded by an extensive self-study in which the University community critically evaluates how specified commission criteria are being met. Preparation of the self-study is underway. This presentation will provide an update on the progress of the self-study preparation and an opportunity for campus wide input. Accreditation criteria can be reviewed at <http://nca2007.udayton.edu>.

Wednesday, March 1

12:00 – 1:15 PM

LTC Forum, LUNCH

FE10 A River Runs Through It

Hosted by: Dick Ferguson (Fitz Center), Anne Crecelius (Student), Mark Laubie (Student), and associated faculty

For the past two summers, the University's Berry Scholars have participated in the River Stewardship and Global Responsibilities program. From their river experiences, Berry Scholars Anne Crecelius and Mark Laubie, in partnership with the Fitz Center for Leadership in Community and the Rivers Institute Planning Committee, are developing a River Stewards program that will be open to all Honors students. The program will link students to the Great Miami River by means of practical experience on the river and a greater awareness of the importance of the river to the Dayton community. This session will introduce the River Stewards program, outline the vision for the projected progress of the program, and create awareness of this exciting new opportunity among interested faculty. The session will also review preliminary planning for a UD Rivers Institute in partnership with the Miami Conservancy District and Five Rivers Metroparks.

Tuesday, March 7

12:00 – 1:15 PM

LTC Forum, LUNCH

FE11 Putting Learning at the Center: Piloting Learning-Living Communities with First Year Students

Hosted by: Paul Benson (Associate Dean, College of Arts and Sciences)

Starting in Fall Term 2005, faculty members in the College of Arts and Sciences, working with Student Development staff, launched some experiments in first-year learning-living communities. Associate Dean Paul Benson and colleagues will present the rationale for the pilot learning communities at UD, describe the learning communities planned for 2006-07, and share some assessment data from the Fall Term. Some students who have participated in the learning communities will also join in the presentation.

Thursday, March 23

12:00 – 1:15 PM

LTC Forum, LUNCH

FE12 How Difficult Can It Be?

Hosted by: Dude Coudret (Learning Enhancement & Academic Development)

How difficult can it be? Get inside the mind of a student with a Learning Disability and find out how anxiety, frustration, and tensions impact the learning experience of a student with a Cognitive Disability. This informative and entertaining session on Cognitive Disabilities will allow you experience for a short time, what these students experience in every aspect of their life. Learn teaching strategies that are not only good for students with disabilities but for all students.

Monday, March 27

12:00 – 1:15 PM

LTC Forum, LUNCH

ROUNDTABLE (designed for those who want more discussion on the topic or who missed the session)

Thursday, April 6

12:00-1:15 PM

LTC Forum, LUNCH

(continued on next page)

FE13 How to Help Your Students Understand Their Learning Style

Hosted by: Dude Coudret (Learning Enhancement & Academic Development)

Do you work with students who have been unable to acquire new learning strategies or techniques? Are you looking for ways to help students increase their understanding of how they learn? Whether you're teaching or advising, providing effective opportunities for students to learn about their learning can improve student performance. Several web-based learner profile assessments tools will be introduced in this seminar that can assist students in understanding themselves as learners. The usefulness, application, effectiveness of these assessment tools will be discussed. These assessments can be used as in-class activities or during individual conferencing meetings with students.

Thursday, April 11

12:00-1:15 PM

LTC Forum, LUNCH

ROUNDTABLE (designed for those who want more discussion on the topic or who missed the session)

Wednesday, April 19

12:00-1:15 PM

LTC Forum, LUNCH

Sharing Outcomes from the LTC Innovation Grants

Each year the LTC Innovation Grants Committee meets to review proposals and distribute \$35,000 worth of money in grants. Please join us and listen to the outcomes of some of the proposals.

LTC1 Effective Integration of Technology into Business Statistics (and other courses!)

Hosted by: Michael Gorman (Management and Marketing)

New technologies can be a pedagogical boon if properly utilized or a bane if they get in the way of understanding core course concepts. Through a complete course reconstruction, two technologies in particular, WebCT and Excel, have potential vastly improve the students' learning experience in Introductory Business Statistics (DSC210/DSC211) by making the course sessions more interactive, expanding student-teacher and student-student interaction, and providing immediate, personalized student feedback on progress. This proposal has created a course that maximizes the advantages while minimizing the potential distractions and disadvantages of these technologies in the classroom and throughout the course structure. I present a statistical evaluation of the effectiveness of the course redesign in a number of dimensions, and share best practices with the UD community for broader application of these best practices.

Wednesday, February 8

12:00 – 1:15 PM

LTC Forum, LUNCH

LTC2 Enhancing Undergraduate Education and Preparing Future Faculty: Engaging Graduate Teaching Assistants in Reflections on Pedagogy

Hosted by: Kimberly Trick (Chemistry) and Kelly Bohrer (Biology)

In the fall of 2005 the first University wide graduate student Teaching Assistant orientation was held with participation of graduate students, faculty and staff from across the campus. This initial orientation has been followed-up with additional resources to support university TAs in their teaching responsibilities. This session will describe the orientation and follow-up resources including initial evaluation of their impact. Input on future TA development resources will be solicited.

Friday, March 24

12:00 – 1:15 PM

LTC TeamSpace, LUNCH

2005-2006

FACULTY DEVELOPMENT COMMITTEE

Janet Bednarek, History

Deb Bickford, Associate Provost for Academic Affairs & Learning Initiatives

Kerrie Cross, Roesch Library

Ralph Fresca, Economics & Finance

Mike Geary, Accounting

Janet Herrelko, Teacher Education

Sawyer Hunley, Counselor Education & Human Services

Art Jipson, Sociology, Anthropology & Social Work

Drew Murray, Mechanical & Aerospace Engineering

Dave Myszka, Engineering Technology

Don Pair, Geology

Molly Schaller, Counselor Education & Human Services/LTC Fellow

Andrea Seielstad, School of Law

Steve Wilhoit, English/LTC Fellow

David Wright, Director of Curriculum Innovation & e-Learning

Lora Bailey, Faculty Development Coordinator

LTC Learning Workshops

The LTC Learning Workshops are intended to give faculty a more in-depth look at topics related to faculty work-life, scholarship and teaching. Each workshop series is designed to foster faculty participation and interaction. Although we invite faculty to attend any session that is of interest to them, the sessions are intended to build on each other – so we recommend attending an entire series.

To attend one or more of these series, please contact Lora Bailey at 229.3309 or Lora.Bailey@notes.udayton.edu.

Library Search Tools

Session 1 Managing Your Research with RefWorks

Hosted by: Jack O’Gorman (Roesch Library) and Ed Garten (Roesch Library)

Automate your references while you research. Roesch Library now offers RefWorks, a web-based bibliographic management software program that allows researchers to collect, save, organize, and format references from a variety of databases. This session will introduce users to the basics of running and managing RefWorks.

Monday, February 6

12:00 – 1:15 PM

LTC Forum, LUNCH

Session 2 Effective Research Strategies

Hosted by: Heidi Gauder (Roesch Library)

Does Google have you stumped? Not getting the results you expect from library resources? This session will help you generate more relevant results by showing you more effective search strategies.

Monday, February 13

12:00 – 1:15 PM

LTC Forum, LUNCH

Session 3 Country Research: Interdisciplinary Applications

Hosted by: Erica Coe (Roesch Library)

Don’t know where to turn to find country information? This session will demonstrate library resources that cover cultural, economic, historical, political, and social information on countries.

Monday, February 20

12:00 – 1:15 PM

LTC Forum, LUNCH

COMING IN THE FALL:

LTC Research Workshops will offer faculty the opportunity to broaden their research skills in a supportive community of practice.

E-Learning Seminars

The E-Learning Seminars allow faculty to develop skills in creating and delivering technology enhancements and online learning experiences for their students. In many cases, the sessions include hands-on training experiences. To register for these sessions, please contact Lora Bailey at 229.3309 or Lora.Bailey@notes.udayton.edu.

Winter WebCT

WebCT Introduction	Thursday – 1/12	1:00-2:00 PM	LTC Forum
WebCT Up and Running	Friday – 1/13	1:00-3:00 PM	LTC TeamSpace
WebCT Introduction	Thursday – 2/16	1:00-2:00 PM	LTC MeetingSpace
WebCT Up and Running	Friday – 2/17	1:00-3:00 PM	LTC TeamSpace
WebCT Introduction	Thursday – 3/23	1:00-2:00 PM	LTC TeamSpace
WebCT Up and Running	Friday – 3/24	1:00-3:00 PM	LTC TeamSpace
WebCT Introduction	Thursday – 4/20	1:00-2:00 PM	LTC TeamSpace
WebCT Up and Running	Friday – 4/21	1:00-3:00 PM	LTC TeamSpace

Newbie Tuesday

iPods in the Classroom	Tuesday – 1/24	12:00-1:00 PM	LTC TeamSpace
Instant Messaging for Class	Tuesday – 2/21	12:00-1:00 PM	LTC TeamSpace
Convert Documents to PDF	Tuesday – 3/21	12:00-1:00 PM	LTC TeamSpace
Notebook Computers in the Classroom: Keeping Students Focused	Tuesday – 4/18	12:00-1:00 PM	LTC TeamSpace

Geek Friday

SUSE Linux and Open Source at UD	Friday – 1/20	12:00-1:00 PM	LTC TeamSpace
Sakai and the Open Source Portfolio	Friday – 2/10	12:00-1:00 PM	LTC TeamSpace
Patcasting! Do It Yourself Podcasting	Friday – 3/10	12:00-1:00 PM	LTC TeamSpace
Surveys in Your Course	Friday – 4/7	12:00-1:00 PM	LTC TeamSpace

All sessions are facilitated by Pat Czupik (UDit).



Introduction to Turnitin – Plagiarism Detection and a Whole Lot More

Hosted by: Heidi Gauder (Roesch Library) and Pat Czupik (UDit)

The turnitin.com service provides faculty with an unprecedented resource for detecting plagiarism in student work. But did you know that turnitin.com can serve as a pedagogical tool? This session will consist of a brief overview of the features and benefits of turnitin.com and usage at UD. Emphasis will then be placed on two advanced features that serve as unique pedagogical tools: revision assessment and peer review. Have you ever returned a paper to a student for revision and then found it difficult to assess how much it was revised? Turnitin can serve as a useful tool for assessing revisions by providing a detailed quantitative assessment of changes made. Would you like to have students review and grade one another's work? Turnitin's peer review feature allows for electronic exchange of student work and allows for the collection of both qualitative and quantitative assessments. The presenters will share their own experience with turnitin, the benefits and issues associated with these features, and pedagogical issues and implications.

Wednesday, January 11, 11:00-12:00, LTC TeamSpace

Tuesday, January 17, 9:00-10:00, LTC TeamSpace

Back by Popular Demand: E-Learning Fellows Program

UD has been offering an increasing number of distance learning courses. These are primarily delivered online via the Internet. To help prepare faculty to teach in these courses the LTC has created a new faculty development program called the "E-Learning Fellows Program". The initial offering of this program in the fall of 2005, was funded by a grant from the Ohio Foundation of Independent Colleges. The goals of the UD program are as follows:

- Prepare faculty so that they can teach online courses
- Enable faculty to teach online with a "learning-centered" focus
- Expose faculty to new technologies that enable online learning
- Create a spirit of experimentation with new technologies and pedagogies
- Develop a community of faculty that share their experiences and best practices
- Define high standards for the quality of distance learning courses and programs
- Align online courses with the university mission
- Create a "culture of assessment" to ensure programs remain high quality

Enrollment into the E-Learning Fellows Program is made by a nomination process from the chair of an academic department. Faculty or chairs making nominations should contact David J. Wright in the LTC (David.Wright@notes.udayton.edu). The deadline for the receipt of nominations is January 27, 2006.



IT Training

The IT Training Lab in the LTC is responsible for offering a number of different resources that help faculty, students and staff use centrally-supported software at UD. Please choose the training resource that best fits with your needs!

Instructor-Led Training, One-on-One Consulting

IT Training offers one-on-one consulting and individualized training for faculty members. We also offer group training sessions. Each month we offer hands-on sessions for the following topics:

- Lotus Notes Mail
- Lotus Notes Calendar
- FrontPage: Publish Your Web
- FrontPage: Edit Your Web
- Avoid Computer Problems

During Winter 2006 IT Training will be offering several sessions. We hope you will participate or send your students. If your coursework requires any level of computer use, your students should register for "Avoid Computer Problems."

Please visit

<http://training.udayton.edu/calendar.htm>
for currently scheduled sessions.

Classroom Sessions

Our staff can visit your classroom and cover the technology topics that help your students succeed with your course curriculum. IT Training can present information about Computing Ethics, Computer Maintenance, using WebCT, making PowerPoint presentations that are narrated, or many other topics. You may opt for required sessions outside of your class meetings. We can report attendance. We will even customize and grade a project if that's what you need.

Web-Based Tutorials

IT Training has developed several Web-based tutorials that allow you to follow along on your own computer. You or your students can learn how to get the most from software you use by taking advantage of UD's high performance network environment.

Lending Library

Sometimes you may have one or two students who need to develop the skills that their peers may already possess. These students can take advantage of our lending library. The resources available include books with interactive CD's, VHS movies and DVD movies. Search the on-line library catalog for a complete listing: <http://library.udayton.edu>.

Other Resources

We have many more resources! Check out our Web site at <http://Training.udayton.edu> or email us at Training@notes.udayton.edu or call x92137.

Video Conferencing in the LTC

The LTC can now offer faculty and staff the opportunity to utilize a new technology resource located in the LTC Forum. A full-featured Polycom video conferencing unit is available for point-to-point video conferencing over the Internet using the standard H.323 protocol. The equipment is provided freely for academic use (course-related) and on a fee-per-use basis for non-academic applications (\$100 per hour for UD-related or \$250 per hour for non-UD-related use).

To schedule the use of this equipment in the LTC Forum, please contact the LTC receptionist at
LTC@notes.udayton.edu.



The Department of Languages offered distance-learning Arabic classes in fall 2005, and winter 2006

Delivering Distance Learning Classes with



During summer 2005, the E-Learning Lab of the LTC began supporting the use of WebEx as a new tool for academic synchronous Web-based communication at UD. WebEx is a Web conferencing tool that can create a virtual classroom that meets over the Internet. Faculty and students all connect at the same time (synchronously) so that they can view a shared presentation, such as a PowerPoint file or a live demonstration of a computer program. The voice of the instructor or any of the students is carried over the Internet to all other participants, creating a very interactive and natural learning environment. The instructor is able to write and draw live onto the slides of the presentation, and can also deliver polls and even a video. The server hosting the conference can also record the session for later playback by non-participating students. WebEx works well with relatively small classes – especially distance learning courses where students may be geographically disbursed. Please contact the E-Learning Lab at 229.5039 for more information and a demonstration.

Classroom Video Projects

In the increasingly media-centric world, it pays for students to know how to plan, create and edit digital videos to help communicate ideas.

During fall 2005, the LTC lent a helping hand to Ronda Scantlin (Communication) for her Foundations of Mass Communication course. Students in the class were given a project in which they had to work in teams to create a television commercial for a hypothetical product. The product had no “identity”, no campaign, no slogan, no anything. Project team objectives included filming a television commercial and creating a successful plan to market the product.



Using the LTC as a resource, Scantlin borrowed seven digital camera kits, complete with batteries and cables. The students shot the videos and then edited them on their own notebook computers. Students were expected to draw upon their knowledge of the media (e.g., strengths and weaknesses), advertising tactics (e.g., market segments, redundancy techniques), consumer demographics, and other relevant material. Students presented their advertisements in class and submitted project binders.

Students reported that this project was a valuable and interesting part of the course. This semester, the combination of standardized equipment used by all groups and formalized video editing training resulted in advertising videos that were of far better production quality than those created by groups in prior semesters. Removing technological obstacles seemed to facilitate learning of content and led to better project outcomes.

If you have questions about how your students could utilize video cameras to complete class projects, please contact John LeCompte in the LTC at 229.2676.

Evaluation of Faculty Teaching

A Report from the Faculty Development Committee

Over a two-year period, the Faculty Development Committee (FDC) catalogued current practices for evaluating faculty teaching at the University of Dayton. Based on this information and wide consultation with faculty and administrators, the FDC developed a set of recommendations for improving the way the University evaluates faculty teaching. A summary of this document is found below, while the entire document (including recommendations) can be read online at:

<http://LTC.udayton.edu/Faculty/FacDev/EvalTeaching>

During the summer and fall of 2004, Stephen Wilhoit, on behalf of the FDC, interviewed twenty-eight chairs to determine how their departments evaluated faculty teaching, how the results of the evaluations were used by the departments, and how current evaluation practices might be improved. These interviews revealed nine commonly employed teaching evaluation techniques:

- student course evaluations
- student surveys
- meetings with chairs
- chair review of course material
- peer observation of teaching
- chair observation of teaching
- peer review of course material
- student interviews
- self-reflection essays

Though 79% of the chairs indicated that their current evaluation practices were “satisfactory” or “adequate,” even these chairs felt they needed to improve their evaluation process (though most chairs indicated that their departments are not planning to change their current evaluation practices). Many chairs focused their criticism on student course evaluation. Chairs felt the University-approved evaluation forms need to be improved and less emphasis placed on the results. The primary use of information gathered from the evaluation of faculty teaching is administrative--helping chairs make decisions regarding tenure, promotion, and merit pay. Relatively few chairs indicated that the information was used to promote faculty development. When asked how the evaluation of faculty teaching could be strengthened, the most common responses included improving student course evaluation practices, formalizing current evaluation procedures, forming stronger links between teaching evaluation and faculty development, and utilizing a variety of evaluation techniques to deemphasize or supplement student course evaluation results. When asked what additional information about faculty teaching they would like to gather, the chairs’ most commonly indicated they would like to determine the depth and quality of student learning, learn how their department results compared to other departments’ results, and determine how academically demanding faculty are making the courses they teach.

Based on the results of this study, a series of faculty workshops, and numerous discussions with faculty and administrators, the Committee highlights the strengths and limitations of the University’s current faculty teaching evaluation practices and offers eight specific recommendations to improve them.

1. The FDC articulate and submit for University approval a set of guiding principles for the evaluation of faculty teaching.
2. Every department and/or academic unit establish effective plans for the evaluation of faculty teaching that employ multiple measures and serve multiple purposes.
3. Every department and/or academic unit link the evaluation of faculty teaching and faculty development.
4. The Provost’s Office hire an independent expert to guide a review of and make recommendations to improve student course evaluation practices.
5. The FDC and the Ryan C. Harris Learning Teaching Center help departments develop and implement alternative methods of evaluating faculty teaching.
6. Every department and/or academic unit make the evaluation of student learning an integral part of the evaluation of faculty teaching.
7. Every department and/or academic unit establish teaching evaluation plans for all tenured faculty.
8. The Provost Council Committee on the Evaluation of Faculty Teaching develop a set of proposals for improving evaluation practices and a timeline for implementing them.

These recommendations recognize that the University sets policies regarding the evaluation of faculty teaching that departments and academic units implement. The FDC will work with the Ryan C. Harris Learning Teaching Center to provide faculty and administrators the guidance and support they need to implement needed changes. Please contact any member of the Faculty Development Committee if you have questions or ideas to share.

Join a Community of Faculty Committed to Improve Teaching

Teaching in the LTC Studio – Summer and Fall 2006

Interested in teaching in the LTC Studio this summer or next fall?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. It is a place where faculty can try new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio provides a space for creative learning and teaching, and resources to support participants as they develop their scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to participate in a “Community of Practice” and share their experiences with other instructors.



A representative from Dunnhumby presents to Martin Sinnott's Marketing Intelligence class.



Even if you are scheduled to teach in a different location this summer or fall, you still have the opportunity to move your class to the Studio. A request for applications will be sent to all faculty early in the Winter term. Applications are reviewed by members of the Faculty Development Committee. Simply fill out the application, obtain your chair's signature, and return the form by campus mail to Lora Bailey, +1302. Applications are due by Friday, March 17. If you have any questions, contact either Lora Bailey (Lora.Bailey@notes.udayton.edu or 229.3309) or David Wright (David.Wright@notes.udayton.edu or 229.4604).

More information on the Studio, application, and the “Community of Practice” can be found at
<http://LTC.udayton.edu/faculty/studio.htm>.

Assessing Student Learning

Did you miss the LTC Learning Workshop conducted in the fall of 2005 facilitated by Steve Wilhoit (English/LTC Fellow)? How we develop learning outcomes and assess student learning is important to everyone. Because of popular demand, we are pleased to offer an online repeat performance of the workshop, available whenever you want.

Session 1 - What Does It Mean to “Assess Student Learning”?

Session 2 - Writing Effective Student Learning Outcome Statements

Session 3 - Strategies to Assess Student Learning

Just go to <http://QuickPlace.udayton.edu> and click “UD Faculty News”. Here you'll find streaming videos of all three sessions (less than 30-minutes each) as well as other videos that will surely assist all UD faculty. Simply click and watch! We'll also have a DVD available to sign out. Please contact John LeComte in the eMedia lab for details or questions.



Material distributed during these workshops is now available online at the LTC website: <http://www.LTC.udayton.edu/faculty/facdev/LearningOutcomes>.

Winter Reading Group

Teaching with Your Mouth Shut

By Donald L. Finkel

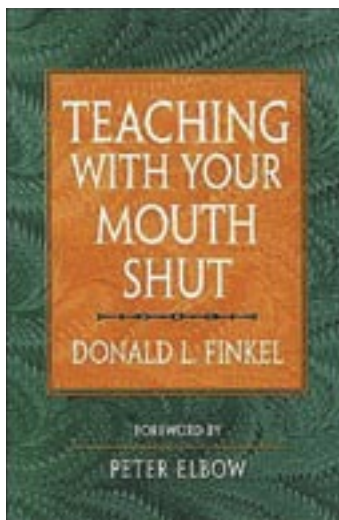
Prof. Finkel lived with his family in Olympia, Washington, and taught at The Evergreen State College from 1976 until his death in September, 1999.

Our traditional “Great Teacher” teaches by telling, inspiring students through eloquent, passionate oration. For Donald Finkel, this view is destructively narrow: it takes for granted that teachers teach, fundamentally and centrally, by telling students what they are supposed to know. In *Teaching with Your Mouth Shut*, Finkel proposes an alternative vision of teaching—one that is deeply democratic in its implications.

Each chapter in this book presents a case study, a story, or a sustained image of a teaching situation—a set of “circumstances” that produces significant learning in students. Each makes sense of the title of the book in a particular way. Each enriches its meaning by one increment. The idea of “teaching with your mouth shut” is explored, exemplified, and varied to such an extent that it ultimately specifies a comprehensible approach to teaching—along with a host of concrete teaching possibilities. In the end, not only will your notion of good teaching be transformed, but so too your sense of what may be signified by the word teaching itself.

Teaching with Your Mouth Shut is not intended as a manual for teachers; it aims to provoke reflection on the many ways teaching can be organized. The book engages its readers in a conversation about education. Thus, its purpose is not so much to reform education as it is to provoke fruitful dialogue about teaching and learning among people who have a stake in education.

The Reading Group will be facilitated by Patricia Delamer, Program Coordinator of Writing Support and Instructor in LEAD and Department of English.



Tuesdays

3 - 4:30 PM

LTC MeetingSpace

January 24

February 7, 21

March 7, 21

April 4, 18

Improving your Courses with Student Feedback

Mid-term Instructional Diagnosis

Need some insight into your students and how you can help them learn? You've heard about MID (Mid-Term Instructional Diagnosis), but how does it really work? MID is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their perception. The process is voluntary and confidential.

Sounds interesting, but would like more information? The Faculty Development Committee will be hosting a Faculty Exchange Series (FES), “Celebrating Lessons Learned from the MID,” on Monday, January 30 at noon. There will be a veteran panel (Corinne Daprano, Health and Sport Science; Mike Geary, Accounting; Kevin Myers, Chemical and Materials Engineering; Margie Pinnell, Mechanical and Aerospace Engineering; and Sam Wallace, Communication) who will tell not only the benefits of having a MID but of being a facilitator. Here is your chance to ask questions and listen to others who have routinely used MID.

Can't attend the FES but would like to submit a MID request? Please go to the faculty development website at <http://LTC.udayton.edu/faculty> to print off a request. Fill out the form and mail to Lora Bailey at +1302. Or, you can register for the FES by contacting Lora at lora.bailey@notes.udayton.edu or call 229.3309.

A Discussion Group for Exploring International and Intercultural Understandings



In 2005, a Talking Circle on “Multiculturalism and Internationalism in Higher Education” met regularly in the LTC. A group also met to read and discuss *Crossing Customs: International Students Write on U.S. College Life and Culture*. After reading the book, the group met with UD international students, as well as UD students who had an international experience through UD. Key themes that emerged from our discussion was the importance of the dialogue related to international topics and fostering a culture of international and intercultural understanding within the UD community.

This semester, we will use a slightly different approach by introducing a series of readings and videos. Readings will be available through the Electronic Reserve in Roesch Library. A list of sessions with a brief description of each will be sent in advance. Each session will be open to faculty, staff and students.

Please put these dates on your calendar and stay tuned for more information. If you would like to receive special notice of these meetings or to sign up, please contact Lora Bailey at Lora.Bailey@notes.udayton.edu or call 229.3309.

Wednesdays
3 - 4:15 PM
LTC Forum

January 18
February 1 , 15
March 1, 15, 29
April 12, 26

Winter Part-Time Faculty Workshop

Tuesday, February 28
8:30 am
LTC Rotunda

This winter’s workshop, sponsored by the Faculty Development Committee, will be held on Tuesday, February 28. It begins at 8:30 a.m. with a continental breakfast in the LTC Rotunda; morning sessions begin at 9:15 a.m. Currently, details of the sessions are still being finalized and a letter of invitation and program will be sent in January.

For more information, please contact Lora Bailey, Faculty Development Coordinator, at Lora.Bailey@notes.udayton.edu or 229.3309.



Call for Papers

Barnstorming: A Literary Journal

Barnstorming is a literary journal sponsored by the Ryan C. Harris Learning Teaching Center. We are looking for fiction, poetry, nonfiction (including travelogues, personal essays, humor, and satire) for our Spring 2006 online edition.

Please visit our website to see our current edition and to obtain detailed submission requirements: <http://academic.udayton.edu/barnstorming>.

Barnstorming accepts submissions from University of Dayton faculty, staff, or alumni (retired faculty/staff are eligible).

Submission Deadline for Spring 2006: March 17, 2006

Submit pieces via email (either as a Word attachment or as text in the body of an e-mail) to: bs_submissions@notes.udayton.edu

Questions?

Contact the editors at bs_editor@notes.udayton.edu



The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Each year SOCHE hosts a number of conferences and workshops. Faculty wishing to attend these events should contact Lora Bailey about registration details. The SOCHE Web site also contains information about specific events (<http://www.soche.org>).

Higher Education Conference “Academic Rigor and Student Success”

Friday, February 24, 2006

9:00 am to 4:00 pm

National Composite Center

The Higher Education Conference is co-hosted by SOCHE and the Greater Cincinnati Consortium of Colleges and Universities (GCCCCU). The focus is on academic rigor and student success, exploring a variety of issues: defining and assessing academic rigor, role of academic rigor in vocational training, and models and best practice.

The conference features guest speaker Dr. Mark Edmundson, professor of English at the University of Virginia. A prize-winning scholar, Dr. Edmundson has published a number of works of literary and cultural criticism. He has also written for such publications as the New Republic, the New York Times Magazine, the Nation and Harper’s Magazine where he is a contributing editor. His most recent book *Why Read?* is a follow up to a critical article he wrote for Harper’s in 1997 that caused a firestorm of debate in academia: *On the Uses of a Liberal Education: As Lite Entertainment for Bored College Students*.

Dr. Edmundson is honored to participate in SOCHE’s higher education conference on academic rigor. In addition, the conference will include breakout sessions with other key presenters and opportunities for dialogue and questions.

Additional information: <http://www.engl.virginia.edu/faculty/edmundso.html>,
<http://www.student.virginia.edu/~decweb/lite/>

Faculty Awards Conference “Teaming for Total Learning”

Friday, April 21, 2006

9:00 am to 2:00 pm

Clark State Community College

Library Resource Center

The annual Faculty Awards Conference recognizes faculty who have performed outstanding work in their field. Prior to the presentation of awards, there is a special session with a leading educator. The awards ceremony is conducted over lunch.

This year, Dr. L. Dee Fink, Director of the Instructional Development Program at the University of Oklahoma, will be joining us to discuss the topic of designing courses for significant learning. Dr. Fink has written and presented extensively on the subject, and will draw from his book *Creating Significant Learning Experiences* (2003). In his discussion, he will include team-based learning as a special teaching strategy that contributes to a total learning experience.

Additional information: <http://www.ou.edu/idp/dfink.htm>

Conferences and Workshops

Additional SOCHE Conferences

Spring Conference

“Frontiers in Enrollment Management”

Wednesday, April 5, 2006

9:00 am to 4:00 pm

Sinclair Community College

David H. Ponitz Sinclair Center, Building 12

Library Conference “Academic Libraries in a Googlelized World”

Wednesday, May 3, 2006

10:00 am to 2:00 pm

Wright State University

Ervin J. Nutter Center, Berry Room

Special Topics Forum “Path to Presidency and Lessons Learned”

Friday, May 19, 2006

10:00 am to 3:00 pm

Kettering Foundation

Summer Conference “Legal Issues Impacting Higher Ed”

Friday, June 16, 2006

9:00 am to 4:00 pm

Wright State University

Student Union

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Winter semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

Please email any comments or questions to:
LTC@notes.udayton.edu.

What are you facing?

We all face numerous prejudices on a daily basis. Are you prepared?
Are your students?

Are we all prepared to dialogue on what it means to face prejudice?

In a campus culture where we encourage open dialog and free-exchange of ideas, we must learn how to recognize and face prejudice.

The Office of the President is bringing a compelling exhibit to campus January 3-31, 2006, entitled "Facing Prejudice." The exhibit addresses issues such as violence, inclusion, tolerance, stereotypes, silence, and prejudice. Each panel is charged with information that is relevant to our daily lives and challenges for us all.

The exhibit will be on display in three main areas on campus: KU Torch Lounge, Roesch Library, and the LTC.

Faculty is encouraged to integrate this opportunity into their courses so students can explore how they face prejudice.

Mark your calendars and plan to challenge yourself by viewing the exhibit as well as taking part in one of the many programs that will be going on throughout the month of January! More information will be announced by the Office of the President.

*Exhibit sponsored by the Office of the President.
Contributed by Ashley Scott.*



FACING PREJUDICE

January 3-31, 2006

KU Torch Lounge, Roesch Library, LTC



Ryan C. Harris Learning Teaching Center
Ground Floor - Roesch Library
+1302